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HOW TEACHERS MAY USE FARMERS' BULLETIN 1044 THE CITY HOME GARDEN

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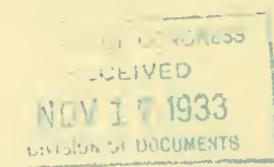
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IF THE TEACHING OF AGRICULTURE and related subjects is to have any permanent effect upon community life and practice it must have a vital connection with the daily experiences of the pupils and must utilize the latest and best information available. The teacher must so organize the available subject matter that it will touch closely the pupil's life and experiences.

In order to give the teacher some material assistance along these lines, leaflets such as this, indicating how teachers may make use of information contained in publications of the United States Department of Agriculture, have been prepared with the hope that they may help to improve instruction in agriculture and kindred subjects in the schools and directly connect it with community interests.

The leaflets are designed especially for teachers in elementary schools, but in many cases would no doubt be suggestive and helpful to teachers in secondary schools and in urban as well as rural schools, depending upon the subject matter and the interests of the community served by the schools.

HOW TEACHERS MAY USE FARMERS' BULLETIN 1044, THE CITY HOME GARDEN.

Range of use.—For the graded schools in cities and large towns throughout the country.

Relation to the course of study.—This bulletin will be found useful in classes in economic nature study, in elementary agriculture, and school and home garden classes. Correlations with other school subjects will be found abundant.

Illustrative material.—Clip pictures of vegetables and garden fruits from seed catalogues and mount for class use. Construct plans or charts of gardens. Secure specimens of seeds, fertilizer material, etc. (See Farmers' Bulletins 586 and 606.) Pictures of good methods of gardening and garden practice may be found in farm papers. Collect and mount garden insect pests, together with evidences of damage done to plants. Pictures or specimens of diseased plants. Spraying charts and calendars. Plans for seed boxes, cold frames, and hotbeds. Smaller garden tools, seed flats, spraying apparatus, and spray materials. Charts showing uses and food values of vegetables. Lantern slides showing garden practice and illustrations of successful gardens.

Suggestions concerning the use of this bulletin.—The teacher should cooperate with the organized forces in gardening, such as club leaders, garden associations, and other organizations, and thus be able to secure from these the supervision necessary for the success of this work. In the absence of an organization, the teacher should seek the assistance of a competent committee, selected from the parents of the children, and ask for advice where needed and an occasional inspection of these home gardens.

The chief aim of school instruction in gardening should be to lead pupils directly into home-garden practice, either with gardens of their own or by assisting in the home gardens. The instruction in school should center about the home-garden practice in which the pupils will take part, and a greater part of the information acquired should function directly in the success of the home garden. The school supervised home garden is becoming more and more an important feature in school work. Since most of the harvesting, marketing, and canning (except for late varieties) comes during the summer, supervisors are necessary. A teacher who is competent makes the best supervisor, and should receive pay for this super-

vision. "Cooperation" and "organization" should be the watchwords of any school directed home-garden movement.

Class exercises.—I. Problems of the city garden: Advantages of the city garden (p. 3).

II. Types of city gardens: Back-yard, vacant lot, and community gardens. What are the advantages of each (p. 4)?

III. Location of the garden: Surroundings; sunshine; type of soil; proximity of trees; general characteristics, level and south or southeast slope, good drainage, and a deep, loamy soil (pp. 4-7).

IV. Preparation of the soil: Removal of trash, plowing or spading, time for plowing, use of ashes, liming the soil, use of manure and commercial fertilizers (pp. 7-11).

V. Tools: Simple equipment. What tools essential (p. 11).

VI. Seeds: Best quality and type, storage. Varieties depend upon local conditions (p. 11). (For suitable local varieties consult supervisor and extension department of the State college of agriculture.)

VII. Starting early plants: Advantages; plants that may be profitably started early; starting boxes, how prepared; attention after planting; hotbeds and cold frames; hardening before transplanting (pp. 11-15).

VIII. Planting chart and zones: Consult tables for the planting dates for your locality (pp. 15-19).

IX. General care of the garden: Close attention and contact important, holding moisture, watering, diseases and insect pests (pp. 19-21).

X. Crops for the city home garden: Beans, root crops, tomatoes, peppers, eggplant, okra, onions, the cabbage group, salad plants, plants requiring considerable space, the vine group (pp. 21-39). (Note directions for planting, care, and cultivation of each group.)

Practical exercises.—The object of the class exercises in gardening should be to help the pupil to obtain information which will assist him in his garden project that he should carry on at home. A brief preliminary survey of the gardens of last year and the available garden space will be found profitable. A map might be drawn of the territory served by the school and the gardens and garden spaces located on this map. Each pupil may arrange, with the assistance of his parents, his available garden space and make a diagram of the plat showing size, location, and surroundings. The type of soil and previous crops raised may also be considered. Determine the aim of the garden whether for home use, the market, or for canning. Seed catalogues should be procured and consulted. Consult the local seed dealers for desirable local varieties. Determine the kind and amount of seeds that are to be planted, and then have each pupil write up the order. Make seed tests for vitality and purity. Construct some seed flats and start some plants at school. Use a hotbed,

if possible, and if the school should use a vacant-lot garden, both a hotbed and a cold frame are desirable. Consult pupils about available tools and suggest other desirable equipment. Have the pupils prepare a garden chart showing planting scheme. Consult the tables and maps for planting in the open, and note any exceptional local factors which may modify the general information. Study carefully the planting and cultivation suggestions given in the bulletin. Visit the gardens with the supervisor, and see that each garden is cultivated thoroughly. Have each garden process demonstrated and practiced many times. Keep a close watch for insect pests and diseases. Study the best control methods. Demonstrate the preparation and use of sprays. Take field trips to observe the work of successful gardeners or any garden project which can teach a definite lesson. When should each vegetable be harvested? How is it best prepared for the table? If the surplus is to be sold study the best ways of preparing for the market. Visit a local market and note how the vegetables are prepared for sale. If the surplus is to be saved for winter use discuss methods of storing, drying, and canning. Give practical demonstration whenever possible. (Consult the teacher of home economics or ask the extension service of the State college of agriculture for assistance along this surplus is to be saved for winter use, discuss methods of storing, the different vegetables. What cooperation may be arranged for marketing, for exchanging, for canning, and for drying?)

Correlations.—Pupils should be required to keep accurate accounts of their project, including costs, time, materials, vegetables used, preserved, and sold. In the arithmetic class these accounts should be put into correct form and balanced. Other problems showing profit or loss in the project will be suggested. In language, have reports on the projects written. Require pupils to use, spell, and pronounce all names correctly.

In geography, locate on the map the sources of the fruits and vegetables sold on the markets; also the source of the canned fruits and vegetables. Locate also the markets for any vegetables or fruits which may be shipped out of the district.

Nature study: The germination and growth of seeds, growth of plants, and the study of the parts of the plant will provide materials for nature study. The study of related groups of plants, such as the cabbage group, the vine group, are of interest and of practical value. The influence of weeds upon the growth of vegetables and the study of insect pests also suggest excellent material. In the manual training classes, the pupils should make all seed boxes, flats, markers, and other garden equipment. If a hotbed or a cold frame is to be made at school or at home, have the pupils draw plans and construct these under proper supervision. Stakes and trellises will

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be needed, and pupils who plan to market their products will need boxes and crates.

The survey.—With the cooperation of the supervisor and pupils a garden survey may be made showing the number of gardens; size of garden; varieties grown and quantity of each; use made of vegetables, especially the surplus; labor, amount and by whom; estimated value of food to be furnished to the home; surplus wasted; amount canned or dried, and estimated value; garden pests noticed; and other data which may seem desirable. Tabulate such results as lend themselves to tabulation. Chart forms are suggested to be modified to meet local conditions.

Materials and assistance.—Send to Agricultural Instruction, States Relations Service, U. S. Department of Agriculture, Washington, D. C., for list of garden bulletins, lantern slides on gardening, and for assistance in solving problems in teaching gardening. Ask for Farmers' Bulletins 586 and 606 for directions for arranging and collecting useful illustrative materials.

In most cases the State college of agriculture can furnish bulletins on gardening. Refer your problems in gardening or supervision to the local club leader or to the State college of agriculture, and if desired to the U. S. Department of Agriculture. Seed houses and manufacturers of garden tools furnish helpful material.

General garden survey.

Family.	Garden area.	Cost.		Income.		Income per person.	Work done by—	Number of varieties.
		Material.	Labor.	Home use.	Sold.			
Mr. A.....
Mr. B.....
Etc.

Form to show range of garden.

[Check with quantity or area.]

Family.	Beans, snap.	Beans, bush Lima.	Beans, pole Lima.	Early beets.	Late beets.	Early cabbage.	Late cabbage.	Tomatoes.	Onions.	Peas.	Etc.
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